Name: Rachel Fischhoff Grade: 5 Date: March 29, 2012

TITLE

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| Lesson Sources: Margot, textbooks |
| Lesson Objectives: Students will deepen and confirm their understanding of geometric ideas by creating a reference. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: Handout/guidance for notebook setup |
| Prior Knowledge and Skills Needed: Knowledge of geometric elements |
| Key/New Vocabulary: accurate, precise, reference |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **Warm Up**   * Angles in the real world ID activity (from MDM) | Explain purpose of mini-lesson |  |
| 1 min | **1. Connection**   * Mathematicians, we have been exploring some of the building blocks of geometry—points, rays, lines, line segements, angles, etc… * Today we will confirm and stretch our thinking around these concepts by creating our own references. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * When a mathematician is creating a reference—for herself, to share with a class, to publish—she makes sure her work is accurate and precise. That means she’s using mathematical conventions in a careful way to best communicate her knowledge and thinking to others. * Today you will use what you know *and the references available to you*—your own textbook, the handout you used yesterday. * NOTATION: what is the difference between a line and a line segement? How many letter do I need? How do I SHOW this?---look back at yesterday’s work? * Watch while I create on entry in my own reference that I’m creating in my math notebook.   Will you gather information through a discussion of:   * Students’ experiences as readers/writers?   Texts? | * What will students do to take in the information? | * How will you know what students taking in? |
|  | **3. Have-A-Go (optional)**  How will you direct students to try on a piece of the work of the day? | How will students be actively involved?  By:   * Practicing the mini-lesson * Partner Talk * Planning their day’s work | * How will you assess students’ understanding of the teaching? * How will you give feedback? |
| **Anticipated Responses/Outcomes:**   * What range of responses are you looking for? * What kinds of strategies do you think students will use? * How will stronger and weaker students work through activity? | | | |
|  | **4. The Link**  How will you explain how students will use the teaching during independent work? | **(Workshop Time)**   * What will students go off and do to apply the teaching? * Will students select what strategy or * teaching they want to apply (self determination)? | * How will you know what strategy or teaching students are applying? * What will you record during the conferencing? * Which students will you conference with today? |
|  | **5. Closing (at the share)**  What will you ask students (how many) to do to share their efforts of the day?  How will you wrap up the mini-lesson?  Will you link it to tomorrow’s work? | * What are students going to share/ respond to? * How many students will share? * How will you determine who shares? | * How will you assess the application of the concept during the workshop time? * How will you communicate to the students what they accomplished today? |
| **Anticipated Responses/Outcomes:**   * What range of responses are you looking for? * What kinds of strategies do you think students will use? * How will stronger and weaker students work through activity? | | | |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?